

# RTI Elementary: Reading

Professional Development Module
Introduction
Montana Office of Public Instruction



#### Response to Intervention Framework in Primary Grade Reading

Response to Intervention (RtI) is a framework for supporting students who are potentially at risk and assisting them before they fall behind. RtI is grounded in high quality core classroom instruction for all students which is then supplemented as necessary by progressively more intensive interventions for students who may struggle with reading or mathematics. Key components of RtI are periodic universal screening to determine which students may need additional instruction and ongoing progress monitoring to ascertain the effectiveness of additional instruction. The RtI framework represents a continuum and is often depicted as a triangle with three tiers of progressive intensity.

> TUSH S: INTENSIVE SUPPORT THERE MERITAGE

> > THER 1: CORE



Tier 2: Interventions Small group, more intense instruction focused on specific skills





Tier 3: Intensive Support Most Intense, often one-to-one



Tier 1: Core instruction All students

#### All Students

#### Universal Screening

- -Create Rtl team to implement screening -Select measures based on: reliability, efficiency, validity
- -Screen all students
- -Use benchmarks to set cut-points

#### All Tiers

#### Progress Monitoring and Differentiation

-Use screening data to differentiate in Tier 1 and progress monitoring data to differentiate in Tiers 2 and 3

Differentiate by varying time, content, and support Provide training on data collection and interpretation

Establish decision rules for using data

opi.mt.gov

#### Tiers 2 & 3 Systematic Skill Instruction

- -Provide small group instruction at Tier 2
- -Focus on a few skills in daily sessions at Tier 3
- -Use an intervention curriculum based on foundational.
- reading skills -Intense instruction features:

modeling, scaffolding, thinkalouds, practice, and corrective feedback

DOING WHAT WORKS / http://dww.ed.gov U.S. Department of Education

TIER 1



### Recommended Practices

1. Universal Screenings

2. Progress Monitoring and Differentiation Based on Data

3. Systematic Instruction



## **IES Practice Guides**

Assisting Students Struggling
With Reading: Response to
Intervention (RtI) and
Multi-Tier Intervention
in the Primary Grades



http://ies.ed.gov/ncee/wwc/publications/practiceguides/



Institute of Education Sciences (IES) What Works Clearinghouse

## Practice Organization

#### Practice Summary

Gain an overview of a practice & see the issues it addresses.

#### Learn What Works

Understand the research base behind the pract



#### See How It Works

Examples of schools engaged in these practices



#### Do What Works

Action ideas and examples of tools to improve your own practice.





# **RTI KWL Activity**

What Do You Know?	What Do You Want to Know?	What Have You Learned?
	opi.mt.gov	

## Multimedia Overview:

#### What is Response to Intervention?







# Activity

#### Discuss with a partner:

-What are some reasons that RTI is being widely used across the nation?

-What are some of the core components commonly found in an RTI framework.



## **Expert Interview**

Evolution of Response to Intervention

Dr. Russell GerstenInstructional Research Group



Dr. Sharon Vaughn
 Meadows Center for Preventing Educational Risk



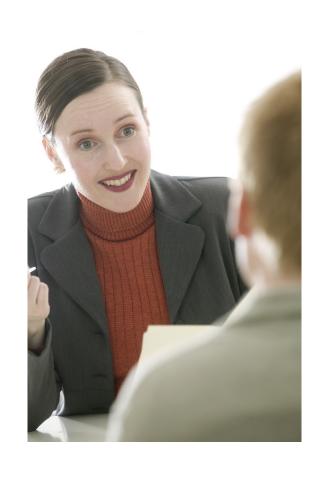
## Partner Discussion

Tell, Add, Check

<u>Tell</u> everything you remember about the video

Add by filling in or clarifying

<u>Check</u> and see if responses align to the video





### **Evolution of RTI**

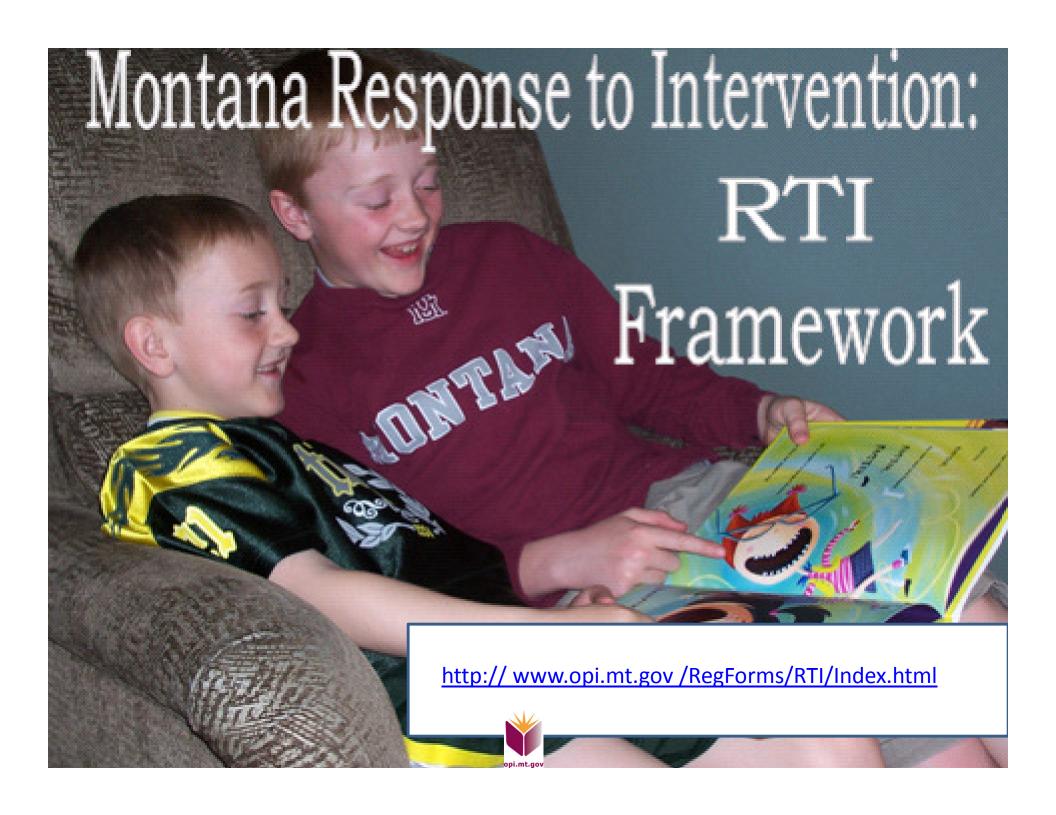
- Reauthorization of IDEA, changes in special education law
  - Offers options and flexibility with eligibility determination
- Reading First introduction to interventions for K-3 Grade
- More active and creative school psychologist role



### **Evolution of RTI**

- Screenings have become quick and sensitive
- Increased intervention options for reading
- Teachers are encouraged to work together
- Attempts to have general educators work with special educators to meet students needs more efficiently
- Increase in evidence of effective instruction





# Montana RTI Essential Components

for an Effective Instructional Framework

- 1. Strong Leadership
- 2. Evidence-based Curriculum and Instruction
- 3. Ongoing Assessment
- 4. Collaborative Teaming
- 5. Data-based Decision Making
- 6. Fidelity of Implementation
- 7. Ongoing Training and Professional Development
- 8. Community and Family Involvement





#### Matching Instruction to Need for Improved Student Outcomes Matching Instruction to Need for Improved Student Outcomes **FEW** 1-8% of Students Require Intensive Intervention SOME 5 to 10 % of Students Require Supplemental **Targeted** Intervention ALL 80 to 90% of Students Meet Performance Indicators All Staff Preventative and Proactive Matching Instruction to Need for Improved Student Outcomes Coaching

# Montana Phases Of Implementation

Sustaining
Implementing

Exploring





# The Continuous Improvement Components (CIC)

Sustaining Implementing

Exploring

#### **Continuous Improvement Components**

- 1. Leadership
- 2. Standards
- 3. Instruction and Intervention
- 4. Assessment and Data-based Decision Making
- 5. Professional Development
- 6. System-wide Commitment
- 7. Community and Family Involvement



# CIC and Montana RTI Alignment

7 CIC's	8 RTI Essential Components	
1. Leadership	1. Strong Leadership	
2. Standards	2. Evidence-Based Curriculum and Instruction	
3. Instruction and Intervention		
4. Assessment and Data-based Decision Making	<ul><li>3. Ongoing Assessment</li><li>4. Data-Based Decision Making</li><li>5. Collaborative Teaming</li></ul>	
5. Professional Development	6. Ongoing Training and Professional Development	
6. System-wide Commitment	<ul><li>(5.) Collaborative Teaming</li><li>7. Fidelity of Implementation</li></ul>	
7. Community and Family Involvement	8. Community and Family Involvement	

# Elementary Self-Assessment Tool





## **Expert Interview**

Issues, Challenges, Lessons

Dr. Russell GerstenInstructional Research Group



Dr. Sharon Vaughn
 Meadows Center for Preventing Educational Risk



# Issues and Challenges

#### Think Pair Share





# Challenges

Redefining Roles and Responsibilities

Where to Start

Student Engagement

 Screenings, Assessments, Interventions, and Instructional Strategies



# Rtl and Special Education

- No legal position from the US Department of Education mandating whether Tier 3 instruction should or should not be designated for students receiving Special Education services
- States can define
- Montana stakeholders agree that Tier 3 instruction can be for all students with or without disabilities.



## Lessons Learned

- Need patience, implementation takes time
- Districts should carefully build a framework for implementation from the bottom up
- Prioritize a few areas at a time and implement them well
- Focus professional development efforts towards those areas



# Elementary Action Plan Tool





# RTI Implementation Scale RIS





